

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here RECEIVED TEXAS EDUCATION AGENCY FEB - 6 PM 4: 02 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

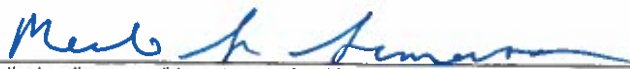
Organization name	County-District #	Amendment #	
St. Mary's Academy	013-801		
Vendor ID #	ESC Region #		
	2		
Mailing address	City	State	ZIP Code
507 North Filmore	Beeville	TX	78102
Primary Contact			
First name	M.I.	Last name	Title
Jeanene	S.	Jones	HR and Special Programs
Telephone #	Email address		FAX #
361-358-5601 x1470	jjones@smacs.net		361 358 - 7939
Secondary Contact			
First name	M.I.	Last name	Title
Sylvia		Garcia-Smith	Assistant
Telephone #	Email address		FAX #
3613585601	sgarciasmith@smacs.net		361-358-7939

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Merle	S	Simonson	Superintendent
Telephone #	Email address		FAX #
3613585601	ssimonson@smacs.net		361-358-7939
Signature (blue ink preferred)		Date signed	



February 5, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

St. Mary's Academy Charter (School Campus 101) is a single campus open enrollment charter school which serves nearly 500 students in Rural South Texas. The program will assist the school in conquering the digital divide endemic to poverty and exacerbated by the comparable rural nature of the community. There is little access to technology infrastructure outside the school in the broader community.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

SMACS was the first Texas Charter School to receive the prestigious U. S. Department of Education Blue Ribbon school award. Under the previous accountability system the school received the Exemplary rating and under the current system it meets all standards. Rigorous Academics have been the bedrock of the instructional program.

At some level SMACS has a cutting edge technology program. The school has had a robotics and engineering program as part of summer and afterschool curriculum that is now part of a full Tech Apps Program in fifth and sixth grade. In addition to the "kit type" of robot, students research and develop a variety of applications using open source technology. The school has built a farmbot.io which plants, waters, weeds, monitors and grows a garden plot. Students have built an open source 3D printer. Students use Computer Aided Drawing Technology to create 3 -D prototypes; then do production analysis; print and market their creations at an entrepreneur fair. Other students have worked on Virtual Reality and programming using industry standard software.

However, as part of ongoing continuous improvement planning, the school has identified serious gaps in knowledge in regard to the use of technology. Students who participate in the summer and after school program have some fabulous knowledge and skills with advanced technology but may lack basic data processing skills. Virtually all students are well trained to access the various curriculum materials at school. That is, they are proficient as passive receivers, or interacting with Instructional applications. Unfortunately, too many students are unevenly proficient in using productivity tools, researching, vocabulary and creating multimedia.

To address these gaps in knowledge, the school updated the campus technology plan and prioritized addressing tech skills in the budgeting and scheduling process. A technology apps lab with 30 serviceable multimedia computers and robotics/engineering Computer Science curriculum has been launched which meets and/or exceeds the TEKS for fifth and sixth grade. The school now has a full-time Tech apps instructor, Ken Nagle, who taught robotics, and multimedia at the community college

The school has a partnership with TASS Inc., a non-profit volunteer service organization. TASS Inc. pairs skilled often retired-community members and college age interns as volunteers in community service organizations. TASS Inc. volunteers commit to short, medium and long term service assignments. St. Mary's has several long-term service volunteers who are working with the school on technology integration.

Mr. Nagle assisted in development of a computer science curriculum for college students which resulted in a 700% increase in STEM majors over five years at the college. The curriculum was designed to serve Secondary or College Level students. Prior to the curriculum implementation at CBC College, the college had 8 male computer science majors, with no minority representation. At the end of five years, fifty plus student were enrolled in the robotics and engineering program and CBC had graduated thirty plus students. Most notably the enrollment demographics closely mirrored the community demographic and were approximately 50/50 male/female. Working with other industry professionals Ken Nagle is scaling the curriculum model backwards to reach and start children at a younger age working with computer science. The program is being implemented at SMACS. The fifth and sixth grade students have responded with great enthusiasm to the Tech Apps program.

Current technology available includes: a computer center with repurposed legacy computers (3-4 student stations with a printer) in each classroom. The centers are primarily used for AR testing, and access to one of the enrichment/reteaching applications available in each grade. The classes are housed in pods with K through - 4th each grouped in their own cluster. Each cluster has shared access to a class set of Tablets/iPads. Clusters manage their own scheduling of the technology.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grade	iPads	PC	Ratio		Proposed		Ratio	
k- 1	2 sets	12	1:6	1:7	1 sets	6	1:5	1:6
2- 3					1 sets	12	1:2	1:6
4 th	1 class set	9	1:3	1:7	2 sets	9	1:2	1:3
5 th	3 sets	45	1:2	1:3	2 sets	60	1:1	
6 th					0	60		1:1

The school will roll out the technology in age groupings starting with the 6th graders, who will have completed one year of tech apps in 2018-2019. The fall 2018 semester the sixth grade students will be trained to use their laptops in their Tech Apps Class. Students will demonstrate mastery of the grade level digital citizenship TEKS prior to checking out devices and/or access points. Fifth grade students will bring Tech Apps in the Fall semester. Approximately mid-term, when sixth grade students have been trained and received their laptops, and the fifth grade have mastered their digital citizenship TEKS, they will be given access to the check-out process for laptop or I-pads through the school library. Fifth grade students will be able to choose an I-Pad, or Laptop for checkout.

Mastery of the digital citizenship TEKS will ensure that students know how to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Parents and staff will be provided training on the operation of the hardware. Students and parents will be required to sign the School Responsible Use Policy.

Students who require access will be given a hotspot preloaded with a data card. The lending program will be purchasing 313 cards with one-month worth of internet access. The school is currently negotiating for the hotspots to be donated. According to a recent survey without these supplemental devices and internet access approximately 25% of the targeted students will be unable to access that curriculum from home. The priority focus of the grant funds would be used to purchase 70 laptops, 45 I-pads and approximately 25 hotspots worth of monthly data cards (313 one gig per month data cards).

The computers are purchased with an extended warranty. Insurance on the purchases follow district policy. The school has recently upgraded infrastructure which include adding dedicated electrical, network switches, cables, wireless upgrades and bandwidth expansion to accommodate the demand of future technology and digital curriculum use while students are at school. The school is committed to continue to monitor and increase bandwidth as necessary to meet demand. The devices will be secured with appropriate browser and security software.

Curriculum and Instruction

The use of technology in the instructional program will only be as good as the teaching staff are capable. In addition to the Tech Apps program in grades 5th – 6th, the technology lending program will be supplemented by the intensive and sustained staff development that is a core element of the charter school program. The school will provide on staff support, dedicated planning time and parental involvement opportunities. Dr. Dan Pearce, professor emeritus Texas A&M, will continue to work with the staff on best practices in reading and social studies as the school consultant. Dr. Pearce views St. Mary's as a living laboratory to grow innovative and effective programs. Other consultants will be available to provide staff development, team teach/assist teachers, students and to provide parent involvement activities.

The recent textbook adoption(s) including Math and Science provides digital curriculum elements. The devices purchased with the Lending Grant will eventually allow students in 6th grade to have a dedicated device to access digital curriculum 24/7 at school and home.

Students in 2nd grade will have in class access to the iPad on a 1:2 basis. Additional I-pads will be available for checkout to individuals through the primary grade library.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 013-801			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$6,250	\$	\$6,250
Schedule #9	Supplies and Materials (6300)	6300	\$43,750	\$	\$43,750
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$50,000	\$	\$50,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Wireless Access Data Cards 312 months worth ~ 25 hotspots	\$6,250
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$6,250
(Sum of lines a and b) Grand total		\$6,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 013-801		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$43,750
Grand total:		\$43,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	390	85%	Includes 1% foster care and 2% homeless
Limited English proficient (LEP)	5	1%	
Disciplinary placements	0	0%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	%	No 7 th through 12 th

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	71	78	53	72	70	56	57	0	0	0	0	0	0	457

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Schedule #13—Needs Assessment

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The need assessment followed the Texas Accountability Intervention System (TAIS) needs assessment guidelines.

I. I. Establish purpose of Needs Assessment and designate the planning team: The technology planning team included the principal, tech apps instructor, curriculum consultant, teachers, para-professionals, parents and the network manager.

II. Gather Data: The relevant data, including campus improvement plans, PEIMS data; Student surveys, home surveys and Title Parent Meetings input was gathered. Areas considered:

- Potential barriers and methods to address issues that may surface about Technology Lending Program
- How to measure established technology competencies for staff and students
- Required staff develop needs to effectively create and deliver technology-integrated lessons
- Provide training for staff, students and parents
- Improve utilization of technology
- Investigate adaptive technologies for SPED population
- Does our server meet our needs?
- Do students have the storage necessary to save documents?
- Do SPED students have access to the software that they need to be successful?
- Providing technical support - Who?
- Check in and out equipment – Process?
- Integrate parent and community involvement effectively in the academic setting through technological advancement
- Ensure a working, safe, filtered environment

III. Data Analysis: One of the largest employers is the prison system. The prisons bring in a host of societal problems and issues into the local schools. In any given grade level in **Bee County between 15% and 20% of the children have one or more parent incarcerated** (Cowen, 2014). In stark contrast, three percent (3%) of the nation's school age population have a parent who is/has been incarcerated (prisonfellowship.org). "Children of incarcerated parents are seven times more likely to be locked up one day" (hhs.gov). The school is an oasis for children from many adverse circumstances. After school programming has upwards of 50% of the students in attendance.

Eighty five percent of the students are economically disadvantaged. A significant percentage of the student population have parents and/or guardians who are not technologically proficient. (School Survey) Approximately 25% report they do not have access to the Internet outside the school or from home. Those students report that the few local community (library, some stores, restaurants) access points are far from their home.

The population has changed from 2010 to 2016, with an increasing poverty rate currently 27% of the population living in poverty. A younger, economically disadvantaged (poorer) population is emerging with **74% of Bee County residents being under 18 minority, and 36% of who are living in poverty** well in excess of the state averages. The Texas Education Agency's PEIMS data for SMACS' student population is comprised of 81% Hispanic students (state average 52%) with **85% economically disadvantaged (state average, 59%)**.

Root Cause Analysis & Prioritize Need: The root causes and the needs that would benefit most from intervention were listed, prioritized and addressed. 1. Lack of **substantive enrichment activities Digital Divide**; 2. **Lack of readiness**; 3. **gaps in knowledge**,

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Digital Divide – students who lack access at home are falling behind students in critical literacy issues. Students with home technology are more conversant and achieve mastery years before the skills appear on the K-8 technology skills checklist. Further students who have technology available to have increased technological vocabulary and are more proficient in using technology	All students in sixth grade will have a school issued device available for 24/7 use once completing D Citizenship TEKS All Students in third - fifth grade will be permitted to check out a laptop, or iPad by the end of the Fall 18 Semester after completing appropriate Digital Citizenship TEKS and parental consent forms. Wireless access Cards will be issued to all priority students following the guidelines established.
2.	gaps in knowledge are endemic to disadvantaged students (Leithwood 2010). As stated in the need assessment the children enter in pre-k and kindergarten behind. The need for targeted intervention and tiered intervention are a root cause of the problems faced by the school.	Technology Training for all grade levels Staff development to increase teacher initiated technology lessons. All students in sixth grade will have a school issued device available for 24/7 use once completing D Citizenship TEKS All Students in third - fifth grade will be permitted to check out a laptop, or iPad by the end of the Fall 18 Semester after completing appropriate Digital Citizenship TEKS and parental consent forms.
3.	Lack of substantive enrichment activities: by age 6 economically disadvantaged children have had 1300 LESS hours of enrichment activity (music lessons, fine art, performing art, travel and summer camps and cultural exposure) than middle class or affluent children. (Duncan & Murnane 2011) This causes some gaps in knowledge, gaps in skills and impacts engagement. Enrichment correlates positively with engagement. (Kopekii)	24/7 enrichment content will be available Students will have access and tools to create quality projects. Ability to access the word. Wireless access Cards will be issued to all priority students following the guidelines established. Second Year Tech Class will increase engagement
4.	Student were under the previous accountability system achieve Commended Performance and now are approaching with significantly less Meets	Increased engagement Increased access to content Increased student support
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 013

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructor	The instructor is a highly qualified technology teacher who is completing his masters in Computer Science and has his Masters Certification in Electronics.
2.	Assistant	The assistant has completed her associates in computer science and is working towards a certification in secondary math. She is certified in A- Plus and Microsoft Office
3.	Library/Media	The library Media specialist is trained in inventory control, instructional software and technology support
4.	Curriculum Consultant	Dr. Pearce, Instructional consultant in reading and C&I
5.	Tech Director	The network manager and tech director is certified CCNA, A-plus and Dell certified technician. Security plus, network plus.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Finalize purchasing	1. After Grant Award Best Available will be identified	06/01/2018	09/01/2018
		2. P.O. will be completed	06/01/2018	09/01/2018
		3. Orders Placed	06/01/2018	09/01/2018
		4. Asset tags	06/01/2018	09/01/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Staff Training /Staff Development	1. Train the faculty and staff	05/01/2018	09/01/2018
		2. Staff Development	08/01/2018	06/01/2019
		3. Staff Planning Session	07/01/2018	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Parent training	1. Train parent	06/01/2018	05/01/2019
		2. Get lending Agreement signed	06/01/2018	05/01/2019
		3. Parent and child training session	08/01/2018	06/01/2019
		4. Tech Show Case	03/02/2019	08/01/2019
		5. Student Created Multimedia Fair	03/02/2019	08/01/2019
4.	Student training	1. Sixth Grade Tech APPs Laptop Training	08/01/2018	12/31/2018
		2. Fifth Grade Tech Apps	08/01/2018	12/31/2018
		3. 3 rd – 5 th integration in Social Studies	08/01/2018	12/31/2018
		4. K- 2 nd	01/01/2019	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Student Training II	1. Sixth Grade Advanced Tech APPs	01/01/2019	08/31/2019
		2. Fifth Grade Tech Apps	01/01/2019	08/31/2019
		3. 3 rd – 5 th integration in CORE	01/01/2019	08/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology integration is a part of the campus improvement process. Each spring the need assessment identifies the performance gaps and assesses campus needs based on performance data in comparison to the school goals. The planning team consists of parents, educators, administrators, community members and educational partners and follows the SBDM Model to develop a continuous improvement plan.

Technology is a sub-committee of the regular SBDM process. Each year the technology plan is reviewed and updated as necessary. Updates and changes are presented to the Board of Trustees. The most recent Technology Plan Update Occurred in January of 2018. Every 6 weeks the campus coordinators will meet with the district coordinator to review progress measures in the areas of student engagement based on walkthrough data, student growth based on NWEA progress monitoring, attendance and discipline data based on student data submissions. The campus coordinator will observe teachers on a regular basis to ensure teaching with the digital tools and using the digital curriculum is taking place and the teachers are not having any problems. These observations will be documented using the district walk-through tool. The technology director will meet with the coordinators monthly and be available within minutes during classroom instructional time so problems can be solved as quickly as possible. Sustained staff development will be provided to the campus teachers. During monthly staff development and planning days (First Fridays) a technology track will be held. This staff development will take place each month and provide time for training, lesson development, and collaboration across grade levels and within content areas. Response to Intervention (RtI) teams on the campuses will be involved supplying data based on analysis of student growth using a variety of progress monitoring tools. The technology committee will met each semester and report out to the campus and Board.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the school has no existing lending plan. Coordination of effort will occur as all the technology and curriculum are monitored through the same committee structure.

The Tech Apps instructor will meet with the coordinators monthly and be available during classroom instructional time so problems can be solved as quickly as possible. Sustained staff development will be provided to the campus teachers. Curriculum Consultants with emphasis on Technology Integration are scheduled to work with the faculty during the 2018-19 Academic Year.

During monthly staff development and planning days (First Fridays) a technology track will be held. This staff development will take place each month and provide time for training, lesson development, and collaboration across grade levels and within content areas. Response to Intervention (RtI) teams on the campuses will be involved supplying data based on analysis of student growth using a variety of progress monitoring tools. The technology committee will met each semester and report out to the campus and Board.

Technology Fair and student showcases will be incentives for continued commitment.

The school will seek additional funding based on a successful implementation of the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Increase # and % of students who master or exceed K-6 Computer Skill on grade level	1.	Technology proficiency checklist increase (class k-4/ Individual 5/6)
		2.	Home usage reports
		3.	Survey results
2.	Percentage increase in Math, Science and Reading scores.	1.	Monitoring Benchmarks and D-MAC data
		2.	STAAR Results
		3.	
3.	# and percentage change in students accessing online curriculum out of school day	1.	Data usage reports CORE Sub (teachers reports)
		2.	Tech Apps usage Report -
		3.	Google Classroom access and usage reports
4.	Student access technology and internet 24/7	1.	Home survey pre/post
		2.	Data Usage Report
		3.	
5.	Increase in teacher usage and increase in quality application	1.	Teacher self-evaluation
		2.	Walkthrough Data/ lesson plans
		3.	Student/parent survey

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The consultant(s) (Dr. Pearce) will work with the tech apps instructor, instructional leaders and principal to review challenges and successes of this grant program. The district grant coordinator will visit with the students, parents, and teachers on a quarterly basis during the grant period to guarantee student success. Each quarter of the grant period the Board of Trustees will receive a report on the status of the Technology Lending Program. Any problems associated with the grant will be addressed, corrected and documented.

During the spring semester of each grant year, an evening showcase event for parents and community will highlight the student learning that is taking place. Opportunities will also be available at this showcase for family members to share ways their students have benefited at home from the lending program. The grant coordinator will provide an analysis which will include student, parent, and teacher feedback at the showcases.

District administrators will gather testing data for all 3rd–6th grade students beginning of year, middle of year, and end of year to monitor student growth. Teacher walkthrough data will be aggregated and evaluated monthly at campus SBDM meetings and instructional meetings with teachers of target students to reinforce the student level benefit of engaging instruction with digital tools and curriculum.

The program director, Tech apps instructor and Dr. Pearce will report quarterly to the SBDM committee on program progress and outcomes.

Quarterly, and again at the end of each school year in the grant period, Texas Academic Performance Report data such as attendance, discipline placements, and student achievement will be evaluated and procedures adjusted to increase student success. The results of this analysis will be shared with the Board of Trustees at the end of each school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will start a lending program for grades 3rd – 6th and enable the school to reach the goal of 1:1 technology for sixth grade. Teachers have been trained on implementing digital curriculum using state adoptions by Houghton/Mifflin/Harcourt (HMH), Pearson Math online, Science fusion and Texas Treasures. Students have accounts and access to the curriculum from school and/or home.

Teachers have received training on the use of digital tools for student engagement at ESC 2 as part of the schools commitment to ongoing staff development. Vendors have provided training, and teachers have completed summer seminars through the ESC and TAMU-CC. Staff development and dedicated planning time will be used throughout the course of the grant to ensure continuous program improvement.

Digital Citizenship training and proof of mastery of grade level TEKS related to digital citizenship will be provided to parents and students by the campus technology. These TEKS deal with safe practices, responsible, legal, and ethical behavior while using digital tools and resources.

An acceptable use policy and lending agreement will be signed by parents and students before any devices will be checked out to students. Additional training and documentation will be provided to any students and parents before devices are taken home or internet access points are provided to students. Students will have a minimum of one week of intense class use of the devices before they can take the Dell or iPads home.

Once students and parents are trained on how to use the technology, students will be allowed to check the technology out for use at home. The survey of elementary showed that on average 25% of the students did not have internet access at home for accessing digital curriculum. This information shows that approximately 60 students will need home internet access.

Several of the participants are siblings. This will allow multiple students to share a hotspot for internet access since the hotspot allows up to 5 devices to be connected at one time. All training cost and administration will be provided by the district so that the only expense charged to grant funds will be actual devices, extended warranty, and internet access. This will maximize the number of students that will be impacted by the grant with access to digital curriculum anytime, anywhere.

To ensure the seamless implementation of the lending program, the school will roll out the technology by grade level. In the fall of 2018, students in fifth and sixth grade will be enrolled in a tech apps class. The dell computers will be issued through the Tech Apps class. Each student will be assigned a class computer. During the first six weeks, the tech instructor will cover the BCIS curriculum which includes monitor usage and provide technical assistance with the devices and access points.

The Instructional Materials Allotment will be spent purchasing adoption materials. These purchases will provide students K - 12 with availability of digital curriculum. Local funds are being used to purchase teacher instructional tools to provide 21st century digital instruction. The school has committed funding to ensure that all infrastructure is upgraded and capable of supporting the newly purchased devices. To assure that classroom teachers and students are able to work together, the school will purchase the teachers of the fifth/sixth grade the same laptop and issue an iPad to the k-4th grade instructors.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SMACS mission statement includes a provision to increase achievement for all students; foster positive community, parent, teacher, and student relationships. Another provision in the SMACS mission statement involves enhancing professional and staff development. Providing lending technology equipment and residential internet connectivity to SMACS students to access digital curriculum and learning tools at home would be a robust step toward bringing all stakeholders together. Training and education in the use of these tools is a must if our teachers are going to be able to support our students as they prepare for College and Career Readiness.

The technology goal states SMACS will invest in evolving technology and maintain existing infrastructure in order to promote meaningful student/technology engagement in the teaching and learning process." Devices and internet access provided through the 2018 -- 2019 Technology Lending Grant will allow SMACS to promote student engagement using digital curriculum and tools, both at school and at home. The integration of digital curriculum and the appetite for this style of learning that many students seek will motivate our teachers to seek training to be able to seamlessly integrate technology into instruction. SMACS is committed to investing in technology and maintaining the infrastructure necessary for students to access digital curriculum at school.

SMACS also has instructional goals involving positive teacher student interactions, high levels of student engagement, and meaningful use of technology. The push to use more digital curriculum will enable teachers to achieve all of these instructional goals. The development of student technology leaders during the Technology camp will provide teachers with student leaders in a non-threatening environment. The adoption of digital curriculum will provide for greater student engagement as lessons become more interactive. The use of technology will no longer be something that is added on top of already created lessons, it will be the delivery method of all of the lessons. Specific Goals

Goals	Objectives	
SMACS will maintain a safe and disciplined environment in order to facilitate optimal teaching and learning	All students attending SMACS will be given resources and support to foster optimal physical and mental health	SMACS will purchase a Character Education program (American School of Protocol Character Ed) which provides students with strategies for applying unity, respect, and etiquette in social and academic settings. (Title I SW: 1,2,9,10) Target Group: All
SMACS will expand technology access for 100% of students and teachers in order to increase the effectiveness of communicating with parents, students, learning, instructional delivery, staff development, and administrative procedures	Purchase technology materials and hardware within the first six weeks to ensure usage and successful implementation during the 2017-2018 school year.	1. Increase IPAD inventory with 5 sets of 10 new updated tablets() (Target Group: EDC At Risk) 2. Purchase and install 3 SMART boards to allow for lessons integrating technology applications and TEKS. (Title 1 SW: 1,9,10) Target Group: All 3. Expand Wi-Fi band width. (Title I SW: 1,2,9,10) Target Group: All 6. Add 80 new computers EDC At Risk
SMACS will expand technology access for 100% of students and teachers in order to increase the effectiveness of communicating with parents, students, learning, instructional delivery, staff development.	Purchase technology materials and hardware within the first six weeks to ensure usage and successful implementation during the 2017-2018 school year.	1. Teachers will utilize DMAC data reports to create TEKS based lessons based on student needs (Title 1 SW: 2,10) (Target Group: All) 2. Teachers and administrators will use software programs (STAR REN, Lead4ward, DMAC, Edmentum, Reading Horizons Elevate, Brainchild, Kamico, Rosetta Stone, Flocabulary, IXL and Tango) to measure growth and prescribe accelerated instruction and grouping based on data. (Title I SW: 1,2,8,9,10)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school conducted a survey of student home access to the Internet and determined that the school has approximately 25% of the students who have no connectivity in their home. The students whose family's lack access to the internet also are the same population who are likely to move fairly frequently throughout the year, and do not have devices for internet access beyond the technology lending program.

The planning committee evaluated a variety of ways to provide connectivity and determined that the most reliable, cost effective method to serve students and/or families was to use the prepaid mobile hotspots. The hotspots will be loaded with sufficient data available and checked out to students who require the access.

The technology lending program will be made available by grade level starting with fifth and sixth and progressing backwards. Training will be provided to all fifth and sixth grade students as part of their I-TECH curriculum. During the first six weeks the fifth and sixth grade students will be trained in BCIS (Basic Computer Information Skills). The science, math and language arts instructors will incorporate the technology in their classes as appropriate.

By the end of the first six weeks, if not before, students may take these devices home after all necessary training and agreements have been signed. The school will purchase Dell laptops from the State Contract choosing the best available in the price point in August of 2018 for the fifth and sixth grade level students.

This will free existing technology including the tech lab computers, for use with the third and fourth grade students.

With the Lending grant purchase and the reassignment of the fifth and sixth grade I-pads, the school will have enough iPads for each student in third grade and fourth grade to be assigned an I-pad. The iPad will be issued through the social studies instructor during their library time. The social studies program was chosen due to the fact, that those classes begin research and presentations during the first six weeks of the school year. Once students complete the initial training, the math, science, and language arts instructors will incorporate the use of I-Pads in their courses and ensure their students are able to access the online course curriculum.

The grant funds will provide insurance for the devices so no student will be denied access to a device due to cost of the insurance or a deposit.

Internet access points will be provided to students in those grades who require access. Based on current survey data, the grant should be able to provide access points to the number of students who do not have access. If a substantial increase in the number of students who require access increases, , priority will be determined by the following criteria:

- 1) economically disadvantaged based on qualification for free or reduced lunch,
- 2) at-risk based on State of Texas criteria,
- 3) At-risk based on locally developed criteria determined through analysis of NWEA testing data. One point will be given for each of the above listed criteria met and students will be ranked so that the students with the most points will receive the access points first. If multiple children live in the same residence their points may be combined to allow more students access with less devices.
- 4) Some hot spots will be reserved for specific home assignment requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program will align with current curriculum by providing students with access to classroom instruction and supplemental extensions provided by Proclamation 2014 adoptions and materials. Students will also have access at their home for state funded programs such as 1-Station and Think Through Math and locally funded Mathletics. The lending program and internet access will provide students the availability of a device at school and the device and internet access at home to interact with the newly adopted digital curriculum for Math and Science. Teachers will be trained this summer in ways to manage student use of digital curriculum in their classrooms. We currently have very few classroom management issues on the campus. Most of the teachers have many years teaching experience and the school uses a SOARS Behavior Program.

The teachers with less classroom experience tend to have more technology experience. The school has dedicated collaboration time for the teachers to work together and observe each other. This will allow teachers to share their strengths with each other as the campus moves toward seamless integration of digital tools and curriculum. As students have the opportunity to participate in engaging lessons using a dedicated device we anticipate even less classroom management issues.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SMACS instructional material adoption includes electronic instructional materials along with multiple digital resources that students can access at school and at home. The K-6 Science teachers use the HMH Science adoption, Fusion. This adoption also offers electronic instructional materials and resources. Students will be able to share virtual lab experiences with their family at home after they participate in the activities at school. This selection of curriculum from the same publisher provides the school, our parents and students many benefits. We are able to receive a discount by bundling the products; students, parents, and teachers will have access to both content areas with one log in, and once a parent learns to navigate one site the other will be very similar. Teachers from different contents will be able to support each other as we all learn to implement the digital curriculum. One publisher training can be held for all teachers. As the excitement and engagement builds using digital curriculum in the content areas of math and science, there will be only one choice as new adoptions become available.....digital curriculum.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The charter school has added a full time technology instructor this academic year and the school has added a support position. The school has a half time network administrator and a librarian/media specialist in place. The school has 1 computer lab and 6 classroom sets of 30 I pads. The K- 3 use Tablets for classroom instruction. There are 265 computers available on campus, however many of the computers are legacy and the total includes administrative and support computers.

SMACS has addressed TEA requirements in the planning and application process:

(1) SMACS Campus and District Improvement Plans, STaR charts and the locally adopted Technology Plan were used by the TLP planning team to ensure alignment to the existing mission and goals of the school;

(2) The charter is a single campus with the greatest student need and a home survey was used to determine students with residential access to the Internet;

(3) Current curriculum, instruction, and classroom management policies, and upcoming textbook adoption information was used to construct the TLP plan;

(4) Electronic textbooks and instructional materials will be used in math at grade levels 4-8 to ensure access to content;

(5) Training for teachers in the use of electronic instruction materials includes six hours of in-service training to fully utilize the Compass math programs and applications. Additional training will be conducted during the first 3 months of the grant period;

(6) SMACS infrastructure includes wireless hotspots which is in the process of being updated to support 1:1 use of devices at SMACS;

(7) Laptops will be loaned to students and Data cards will be provided to high need students;

(8) The SMACS director of Technology, Network Technician and Instructional Coaches will provide technical support to support student use of devices provided through the grant;

(9) A Technology Lending Equipment Check-Out Policy will be developed to coordinate the lending of technology devices. The agreement will include a description of how the check-out and check-in process will operate, the school employee in charge of the check-out process, and the student/parent/school contract that will be used to maintain the technology lending equipment in proper working condition;

(10) The technology lending equipment will be the property of SMACS and will be insured. The district will comply with local administrative policy provisions governing the use of district equipment;

(11) SMACS will develop a Technology Lending Agreement that addresses required responsible use components. Parents, students, and principals will be required to sign the document.

Conclusion: We studied models of technology infused curriculum and instruction and investigated portable electronic devices. As a result, goals that include placing tech tools in the hands of students are now part of our District Improvement Plan. The TLP provides a method for realizing these goals. Technology lending will be implemented in targeted grade levels to access math content and participate in real-world learning. Professional learning communities that encourage parents, students and teachers to improve and use technology skills will become part of the school culture. District policy will be developed including a Tech Learning Agreement, Responsible Use Agreement, and Check-out Policy. The TLP will provide a process for all students and families to access technology and develop skills that our children need to be successful in school and in the 21st century workplace. We are committed to implementing and sustaining this goal for our students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-801

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will use the library folio check out system for inventory control. Students will be required to bring the computer and/or laptops to school at regular intervals.

A significant advantage of the lending program is the ability to have all students in a given grade level have access to exactly the same technology and programs as all the other members of his class. The library will do 100% check out of the technology. The library aide will ensure that all documentation is in place prior to check out. She will ensure that students recheck equipment and not issue data cards to students in arrears.

If necessary, a priority list of students will be made and given to the library assistant by the grant committee.

At this point in time, parents and teachers in the kinder through second grade are not comfortable with the idea of lending computers and or tablets to this age level. These grades will have increased access to the technology. These students will have access to lending of technology through the library with their parents' permission.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school facilities and equipment are insured in conjunction with the Charter Policy which is aligned to the best practices and all new purchases and all new purchases will be added to the current school policy.

The equipment will be accounted for per local policy all electronic equipment will be tagged on an inventoried list by serial number with current location.

Will be checked out through the Library database making the equipment inventory up to date.

SMACS capitalization policy is \$5000.00 per unit, however, on electronic equipment below this threshold the school maintains an active inventory under the asset tag system.

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